

The Urgency of Sex Education in Primary School

Muhammad Sofyan Lubis^{1✉}, Muhammad Halimi²

^{1,2} Universitas Pendidikan Indonesia, Bandung, Indonesia

✉ muhammadsofyanlubis160895@upi.edu

Abstract. One of the problems that shake the world of education in Indonesia today is the problem of sexual violence against children. Children have always been a vulnerable object for perpetrators of sexual crimes. In terms of law enforcement, it has not been successful in dealing with this problem. So the only way is through education. Education serves to provide sexual knowledge for children. This means that children are no longer protected, but protect themselves with their knowledge. Sexual knowledge will be able to fortify children by recognizing symptoms that can occur anytime and anywhere against them of sexual deviations from adults. So, in this writing, the author aims to explain how important sexual knowledge is for children, especially for elementary school age children. The age range of children during elementary school education is very suitable to be equipped with various knowledge about the world of sexuality, of course with their age level and thinking ability to understand it. In selecting the method, the author chose to use the Literature Study Research Method. The author will summarize various theories about the importance of sexual knowledge for children. With this writing, it is hoped that policy makers will begin to pay serious attention to how important it is that sexuality knowledge and materials are included in elementary school learning.

Keywords: Education, Sexual Knowledge, Sexual Violence.

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INTRODUCTION

The success of the world of education depends on the quality of the educators, therefore with sufficient educational ability, the quality of learning will also be of higher quality. If the teacher is not able to master his skills in teaching, it is certain that the quality of learning will also not be optimal. Besides that, educators are also protectors, in the sense that they protect children from potential violence that might happen to children anytime and anywhere. In this case, one of the most important protections that children need at this time is protection from sexual violence. Given the cases of sexual violence that occur in children that never subside. Sisca & Moningka (2009) state that sexual violence that occurs in children is an event that has a traumatic impact, because this incident will continue to overshadow the child into adulthood and can damage him psychologically.

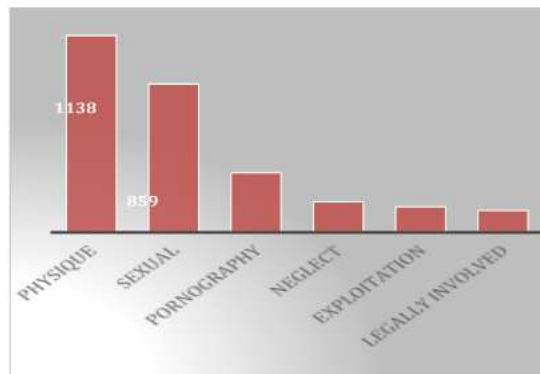
In one of the reports (Kompas.com, 2017) a psychologist named Vera Itabiliana said that sex education for children is a provision for him to protect himself from an early age until he becomes an adult. The sex education given will help her understand her body and try to protect it. Because at this time, between the ages of nine and ten years, it is common for children to experience puberty. Sex education for children is already at the level of urgency and it is time to apply it to children so they are able to limit themselves, especially from promiscuity.

Recently there has been an increase in cases of sexual violence against children. In the news (Kompas.com, 2014) the Indonesian Child Protection Commission explained that violence and exploitation of children in 2011 was 14.49% of cases of all cases that occurred or as many as 329 cases.

In the following year or in 2012 as many as 22.6% or as many as 746 of the total cases. Then in 2013 there were 15.85% or as many as 525 cases. In the data mentioned, it does not experience a decline every year, instead it tends to persist and even increase. The data is taken from all public complaints and also taken from the mass media. These data are really very worrying considering that it turns out that pedophile predators are still out there.

Pedophilia itself is someone who has sexual urges and desires for prepubescent children, that feeling causes them to suffer, especially in terms of interpersonal relationships (American Psychiatric Association, 2013). In short it can be said that Pedophilia or people who have a

tendency to sexually desire minors is an aberration. But related to interpersonal violence itself, such as physical violence, murder, sexual violence and even incest generally occurs in women (Stenius & Veysey, 2005). The following is a graphic on sexual violence against children taken from KPAI.



Source: KPAI in 2021

DISCUSSION

A. The definition of sex

Suherman (2013: 1) gives the notion of sex that the word sex has many meanings taken from the word sex in English but one of its literal meanings is gender. But in daily life, most of us think that sex is only limited to having sex or intercourse. However, the notion of sex in sex education is not only limited to intercourse, but concerns all forms of male and female relations in a broad sense, and also concerns the introduction of the organs of the body, especially the intimate organs and their functions.

Furthermore, Kurnia (2006: 86) provides an understanding of sex in terms that the notion of sex is a distinction between the sexes of men and women in a biological sense. In this sense, Kurnia only limits sex to a biological relationship, emphasizing the distinction between the sexes and the understanding of each of the sexes in terms of their nature and shape. From this understanding, it can be concluded that sex is simply the notion of sex. Distinction of male and female gender. Then what are the relationships and characteristics.

B. Sex education

According to Surtiretna in Nawita (2013: 6) says sex education is an effort made in providing an understanding of the changes that occur regarding changes that occur biologically, changes that occur psychologically, changes that occur psychosocially, in response to growth and development in human life. Furthermore, according to Aziz (2017: 61) sex education is education that is very broad in scope, its study is not limited to sexual relations between the opposite sex, not only talking about human anatomy and physiology, nor is it only limited to deviant sexual behaviors. However, sex education covers all activities and behaviors in the overall relationship between men and women.

Then Abdullah Nashih Ulwan in Nawita (2013: 6) defines sex education as an effort to provide understanding and teaching as well as raising awareness of children about sexuality when children have started to pay attention to sexual relations, start asking questions about marriage and also instinctive problems about sex. sexual. Furthermore, from a psychological point of view, Zainun Mutadin in Nawita (2013: 6) that sexual education provides understanding to help children deal with their lives which involve problems with sexual urges. Sexual education is used as a tool to help children face and undergo their physical and psychological development towards adulthood. Then Sarlito in Nawita (2013: 6) provides an assessment of sexual education, that sexual education is the process of providing information and knowledge about sexuality,

starting from the process of the fetus to the birth of a child, including those related to sexual acts and behavior, about sexual intercourse, and also concerns health, psychological and behavioral problems in society.

From the various opinions above, it can be concluded that sex education is an effort to provide information and knowledge regarding sexuality, understanding of the opposite sex, relationships between men and women, and also sexual behavior. It also includes the problem of the process of birth and the process of children towards adolescence to adulthood. Sex education is not only limited to intercourse between men and women. Sex education is also not only for adults but also sex education must be given to early childhood according to their level and level of thinking.

C. The purpose of sex education

Zuraiq (2008: 183) says that sex education aims to instill in children about sexuality and the relationship between men and women as a whole, not just fill their brains about intercourse between men and women with in detail. But it is more about providing them with knowledge to prepare themselves to face their growth both biologically and psychologically until adulthood, because they are vulnerable and prone to the problems they will face in dealing with their growth. Then further Andika (2010: 13) distinguishes sex education from reproductive knowledge. Reproduction knowledge itself is related to the process of reproduction of living things. Reproduction allows the survival of a species. Humans, animals and plants can reproduce because of the role of reproduction. Meanwhile, sex education is aimed at introducing children to sex and how to protect it both in terms of cleanliness, security, health and safety.

According to Zainun Mutadin in Nawita (2013: 8) there are eight types that are the goals of sexual education, namely:

1. Providing an understanding regarding physical, mental and emotional changes related to sexual problems in adolescents.
2. Avoiding feelings of fear of sexual development and adjustment related to demands, roles, and responsibilities.
3. Give an understanding that by relating to fellow human beings can give satisfaction to one another, including relationships in family relationships.
4. Providing understanding and at the same time forming attitudes related to sex and all its various manifestations.
5. Provide an understanding of deviant behaviors related to deviant sexual behavior so that children can avoid and fortify themselves against all forms of threats and violence that can damage them physically, mentally and emotionally.
6. Provide an understanding of basic moral values as a rational basis for making decisions related to sexual behavior.
7. Provide an understanding of how to engage in sexual activity creatively and effectively in various roles, for example as husband and wife, parents, and community members.
8. In order to reduce prostitution, fear of deviant sexual behavior, excessive exploration of sex.

From the expert opinions above, it can be concluded that sex education is given to children to equip themselves to face a period of growth and development. Then sex education will become a protection for him to avoid sexual violence that could threaten him in the future.

D. Sex education in children

According to Zuraiq (2008: 184) sex education in children has been in effect since the child was born into this world. Sex education does not wait for children to enter adulthood, but mauli is implemented from childhood. Then do it gradually and regularly following the development of knowledge and emotional. It is hoped that when they have entered adulthood, they will go through the process successfully and overcome all the obstacles they face in the vulnerable and vulnerable phases of their growth and development. Then Singgih D. Gunarasa in Nawita (2013: 12). Saying In terms of delivery of sex education material it should be delivered when the child has started asking questions about the differences of the opposite sex. Then it is

carried out gradually and continuously according to the level of thinking and the needs of the child.

Then according to Rahmi Dahnan in Novita (2007: 167) in his delivery related to sex education itself there are two kinds, if it is done too openly like in America, it will be dangerous, because the culture in Indonesia is high in moral values. However, hiding it is also wrong because it is time for sex education to be introduced to children. Providing information and understanding is the time not to be delayed. If children start asking questions about sex, then parents should have stock of knowledge and tips about self-control, and easy for children to understand according to the child's level of understanding. Then Gawshi in Madani (2003: 91) said that sexual education is given to children with the aim of giving them an understanding to prepare themselves to face the process towards adulthood. So that they really understand about sexuality and how to behave and behave in dealing with it. Providing sexual education to them will form a logical tendency for them to face various problems concerning sexuality.

In providing sex education material, Nawita in Alesyanti (2017:6) has formulated general lines regarding sex education material. Sex education material in accordance with the level of thinking of the child. Some of the things that need to be taught are first about introducing children to the differences of the opposite sex. The second is about methods and tips to avoid perpetrators of sexual violence or pedophilia. The third is about an introduction to the functions of the sexual organs. The fourth is about how to prepare children to face adolescence and puberty. The fifth is about providing understanding to children concerning heredity issues and the origins of the birth of children from fetuses. The sixth is about gradual and tiered understanding of reproduction. And the seventh is about providing an understanding of the characteristics, types, and rules governing sexual behavior deviations.

From the various opinions above, one conclusion can be drawn that sexual education is not a taboo subject to teach children. Precisely sexual education is the key for them to know themselves and the opposite sex or even the same sex in terms of biological, psychological and psychosocial perspectives. Sexual education is a tool for them to fortify themselves from the possibility of sexual violence that could occur in the future.

E. Regarding sexuality that children must know

Nawita (2013: 39) argues that there are several things that are most important in providing sex education for children, namely:

1. Introducing differences in the opposite sex. Gives an understanding that it is by nature that humans are created with only two genders, namely male and female. This fact causes differences in their daily behavior, such as how to dress, how to style their hair, and how they differ when urinating. When after adulthood the son is the candidate for a father and the daughter is the candidate for the mother. The father will be the breadwinner, and the mother will take care of the household and the children. With knowledge and understanding like this, children will be aware of their role in the midst of family and society.
2. Introducing sex organs. When a child is taking a bath or being bathed by his parents, this is the right time to introduce his sexual organs. By briefly and regularly introducing children to their organs and how they function, especially their genitals. The child's genitals must be informed that their genitals are different from the genitals of the opposite sex.
3. Avoid children from the possibility of sexual abuse. Children must be informed that their genitals are not organs that can be shown and shown to others at random. If the child gets unfair treatment, such as someone else touching his genitals, the child is told that he must tell his parents and if he can, he will scream if this happens. Moral values such as growing shame in children cover their bodies with clothes when they get out of the bathroom.
4. Inform about the origin of the child. The child must be informed about its origins. By notifying the origin of the child from good or from the womb. The child is told that he came from his mother's stomach, he came out of the mother's body for example while pointing to his mother's stomach. As the child's age grows, it will be informed that the process of conception or the process of wanting to have a child can only be done after he is an adult.

5. Preparation for puberty. The child must be told that as he gets older, he will also experience changes in his body. If the child is a girl, then she will be told that after she enters puberty what will happen in her body is menstrual bleeding and her breasts will also enlarge. Meanwhile for boys, wet dreams will occur and their voices will also grow and their bodies will become more muscular. This educational process is carried out in a simple and brief explanation so that it is easy for children to understand.
6. Knowledge of the laws, nature, types, and rules related to deviant sexual behavior.

F. The urgency of sex education for children

Andika (2010: 14) says that sexual education for children is very important to be given both at home and at school. Sex education is given to prevent children from sexual behavior that is not normal and deviates from the habit. The rapid progress and development of science today has a negative side which is feared will damage children's behavior. It's especially easy to access the internet nowadays, while on the internet itself it's very easy to find things that can damage a child's personality.

To control children from using mobile phones, for example, it is very difficult to control because it is already such an era, so to answer this challenge, efforts are needed that can really fortify the child from potentials that can damage him/herself. According to Simarmata (2013) responsibility for providing protection and livelihood for children remains the responsibility of the family, parents, community and government. The protection in question is in the form of basic protection, namely clothing, food and shelter, including physical and psychological protection to guard against treatment that can damage the child's physical and mental well-being, so that children can develop according to their nature as human beings who have rights. that has been ingrained in him since birth.

G. Sexual violence against children

According to Noviana (2015) Sexual violence against children in general can be interpreted that children are involved in sexual activity before reaching a certain age, where adults or older than the child use it as an object of sexual pleasure. Gelles in Suyanto (2010: 28) says that sexual violence against children can be said to be an event of physical, mental and sexual violence which is generally experienced by children from the treatment of those closest to them or those who are responsible for them. And that can be seen from the threats and losses that befall children, and damage to their physique and personality. Furthermore, Salmiah in Probosiwi & Bahransyaf (2009: 31) violence against children is an act and violence that continuously injures children physically and emotionally with the urge of desire, uncontrolled physical punishment, verbal violence, and neglect which results in children experiencing lost the opportunity to develop their potential optimally.

Furthermore, according to Sulistiani himself (2016: 6) sexual violence is an act that violates normalcy in sexual form, characterized by a deviant sexual orientation, unusual sexual direction and interests or deviating from normality. Sexual disturbances and sexual disorders are called sexual deviations. Then the desire that is driven to engage in sexual activity towards the same sex or the opposite sex is called sexual behavior.

Then according to Bagong Suyatno in Sulistiani (2016: 76) perpetrators of sexual violence or what is called pedophilia are more men who want sexual activity with men or what is commonly called homosexuals. A man's sexual desire is not directed at the opposite sex or he only wants to have sex with the same sex. Meanwhile, according to Sulistiani (2016: 77) perpetrators of sexual violence or pedophilia can be men as well as women, meaning that pedophilia is not only limited to one male or female sex. Likewise with the victims, not only male victims but also girls who become victims of sexual violence from adults are also called victims of pedophilia. In ancient Greece there was also a kind of tradition called stud. Studs were carried out by adults against children by engaging in sexual activity.

According to Salmiah (2009: 31) the problem of violence that occurs in children there are several types that need attention, namely, violence that occurs directly to the physical, sexual violence, violence involving emotional, and omission or treatment of parents who ignore children.

Another type of sexual violence against children is by exploiting children or forcing children to work for a living and livelihood. Then ignore the growth and development of children, especially in terms of psychological and biological.

Tursilarini (2017) said that sexual violence against children in the family or incest is still something that is treated differently in society, because sexual violence occurs in a private environment, so that people tend to feel that it is not their business to take care of other people's households. Then Yantzi (2009: 28) said that most of those who worked as commercial sex workers in their childhood had experienced sexual harassment, both men and women. It often happens that children become objects of cash cows by adults and even those closest to them to earn money and work. Then the child also often gets lures from adults to be given money, candy, and so on in exchange for the child's willingness to comply with the sexual desires of the adult. From these opinions, it can be concluded that sexual violence against children is generally carried out by adults who threaten and lure the child with gifts. The child is not aware of the sexual violence he has experienced, but over time he feels that the violence has damaged him physically and even mentally. However, due to a lack of understanding and information about sexual violence, the child is often lured into and deceived by predators of sexual harmony in children.

H. The impact of sexual violence on children Children

Who are still physically and emotionally fragile become very vulnerable when subjected to sexual violence. Wisdom (in Illenia & Woelan) says that children who have experienced sexual violence will usually experience stress or what is commonly called post traumatic stress. the trauma they experienced was the influence of their fear of complaining about it to other people, both teachers and their parents. As stated by Tursilarini (2017) that children have a tendency not to report to anyone what they have experienced, because they are afraid of getting more frightening consequences if they report it. Then Sulistiani (2016: 81) describes some general characteristics experienced by children after the sexual violence they experienced, namely:

1. In terms of behavior

- a. Children who usually tend to be cheerful become quiet, even depressed. His usually friendly demeanor turned into apathetic and isolating himself. What is usually interactive and communicative turns into a secret.
- b. Behaving more aggressively and irritably than his previous behavior or from the behavior of his peers.
- c. Sleep problems or disturbances, fear of being alone in bed, difficulty sleeping and frequent nightmares.
- d. Regressive behavior. The child returns to his initial behavior such as thumb sucking, bed wetting, and so on.
- e. Behaving naughty and anti-social. Annoying other children, playing with fire, harassing or abusing animals, as well as other destructive actions.
- f. Self-isolating behavior, such as fear of those closest to them, parents, siblings, siblings, and so on. Running away from home without knowing why, and skipping school.
- g. Unnatural sexual behavior such as watching porn, masturbating, acting porn that is beyond the age limit, drawing pornographic pictures, behaving seductively towards younger children.
- h. Drinking alcohol and abusing illegal drugs, especially in adolescents.
- i. Self-destructive behaviors, eating disorders, joining associations of children who commit high-risk actions, even trying to commit suicide.

2. Signs from a cognitive perspective

- a. Often fantasizes, it is difficult to focus, the power of concentration is low, and the attention is very short than usual.
 - b. His interest in school faded, he neglected his schoolwork because of decreased attention.
 - c. Overreaction and easily startled to sudden movements from others.
- ##### 3. Social and emotional behavior
- a. Feeling worthless towards yourself is characterized by decreased self- confidence.

- b. Withdraw from social interaction, stay away from their playmates, and spend more time imagining in quiet places.
- c. Experiencing stress and even depression which is characterized by loss of hope and self-confidence and often even thinking about ending oneself or committing suicide.
- d. Excessive fear, unnatural anxiety, of other people.
- e. Very limited feelings, such as a lack of ability to love, feelings of joy that are very low from previous behavior or from playmates.

Furthermore, according to Tursilarini (2017) children who have experienced sexual violence when they are adults have a tendency to fall into the use of illegal drugs, alcohol, immoral acts or prostitution, and even commit sexual violence against children. Children who do not get special treatment when they have experienced sexual violence will result in them becoming perpetrators of the next sexual violence in adulthood. In line with the opinion of Probosiwi & Bahransyaf (2015) that most cases of sexual violence against children come from perpetrators who have experienced unpleasant experiences when they were children, especially sexual violence. Prevention of sexual violence from an early age to children is no longer just a study, but requires real action, structured and sustainable efforts to reduce and even eradicate sexual violence against children in Indonesia.

From the expert opinions stated above, it can be concluded that sexual violence against children has an impact on their cognition which causes a lack of ability to focus and learn. Then it has an emotional impact which causes him to be reluctant to mingle and mingle because of feelings of fear, worry and all kinds of things. Then the social impact causes him to withdraw from his friends and even change his behavior related to sexuality that is not in accordance with his age level. If this is allowed to continue, what will happen is that the child will continue to be mentally disturbed until adulthood, and it does not even rule out the possibility that he will become a perpetrator of sexual violence after adulthood if it is not handled immediately.

CONCLUSION

Elementary school age is the most appropriate time to teach children about sexual education. Elementary school age is the most vulnerable period for the occurrence of sexual violence against children. By providing sexual education, children will be able to avoid sexual violence that threatens them even though they are not around people who are responsible for them. Even children can avoid the potential for sexual violence that might come from the people closest to them, because the provision of knowledge they have is able to identify the symptoms seen around them that threaten them. Sexual education is not something that is taboo to teach, even parents also have the responsibility to provide sexual education to children even though the child has not yet entered school age.

The positive things that children will get when they have received sexual education are:

1. Visible signs of the movements of someone who wants to commit sexual violence will be able to be recognized by the child and then immediately avoid them or tell their parents or teachers.
2. Anticipatory measures will be well understood by the child to avoid perpetrators of sexual violence. His provision of knowledge will give him the strength to fight against the perpetrators of sexual violence.
3. The child's development and growth will be properly controlled, so that the potentials within him are not disturbed and damaged by people who want to destroy him and his life.
4. Will have the strength and courage to complain to his parents or guardian about the sexual violence he experienced or nearly experienced, so that potential damage to him can be avoided as early as possible.
5. Children's courage to ask questions about sexuality is no longer limited or inhibited by shame and fear, so that conversations and education about sexuality can be carried out in an open and more communicative manner between children and parents and children and their teachers.
6. In general, the perpetrators of sexual violence have the courage to commit their crimes because they are afraid to face children when they are threatened. So with the provision of

knowledge that children have, they will be able to protect themselves and fight against these perpetrators. In the end, sexual violence will also decrease.

The rise of cases of underage sexual violence is a phenomenon that will destroy the next generation. So anyone who feels responsible in terms of education should be well aware of this fact. Sexual education is the most appropriate solution to overcome this problem. Incorporating sex education material into the elementary school level should no longer be just a discourse that never gets realized. While the policy is still in the discourse stage, similar cases will continue to grow uncontrollably. Law enforcement has been shown to be incapable of overcoming this problem, because it is not preventive but remedial in nature. In a sense, the law can be enforced only when a case has occurred, while what we have to think about is how the case did not occur. The most appropriate way to deal with this problem is from the side of the child, not from the side of the perpetrator. Of course the law still applies, but the provision of knowledge of sex education itself will become a shield for the child to avoid before sexual violence occurs.

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